



OAKLAND ELEMENTARY

1802 East Durst Avenue
Greenwood, South

Grades	K-5 Elementary School	
Enrollment	469 Students	
Principal	Mark Blackwell	864-941-5660
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

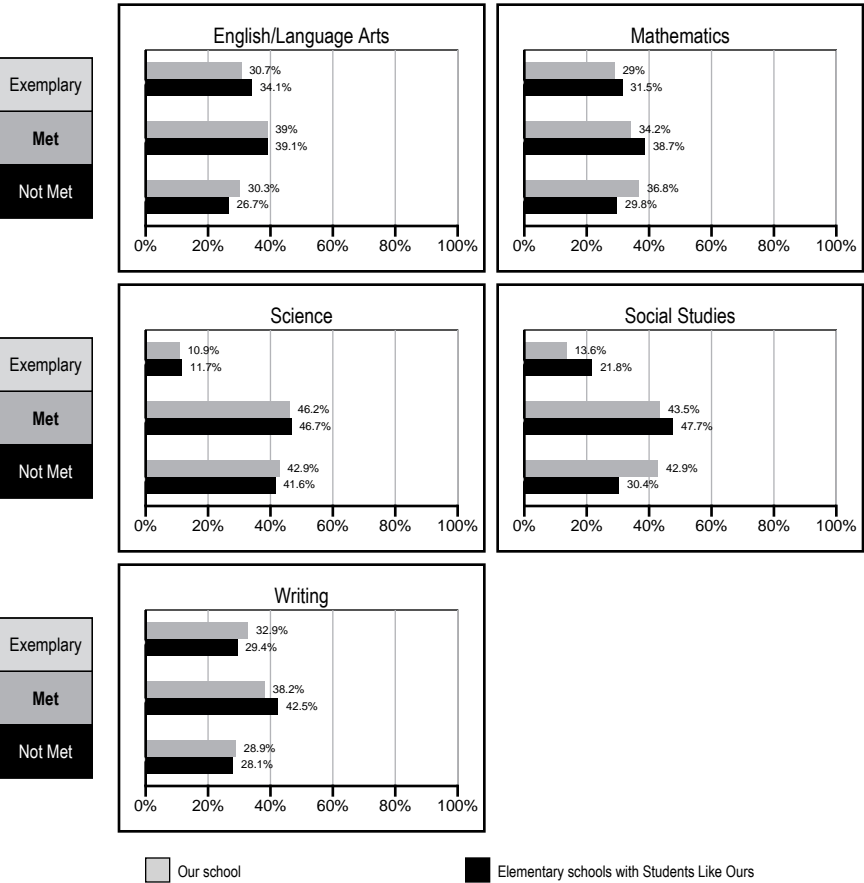
98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	15	94	12	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=469)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 0.8%	1.4%	1.1%
Attendance rate	96.2%	Up from 96.1%	95.9%	96.2%
Served by gifted and talented program	11.5%	Down from 12.4%	9.9%	13.4%
With disabilities other than speech	3.8%	Down from 8.2%	4.7%	4.1%
Older than usual for grade	0.0%	Down from 0.7%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	50.0%	Up from 41.2%	59.6%	62.5%
Continuing contract teachers	96.7%	Up from 94.1%	88.4%	88.2%
Teachers returning from previous year	83.6%	Down from 85.7%	87.4%	87.8%
Teacher attendance rate	96.7%	No Change	95.0%	95.2%
Average teacher salary*	\$45,470	Down 0.8%	\$46,409	\$46,773
Professional development days/teacher	11.3 days	Up from 10.2 days	11.3 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	No Change	19.6 to 1	19.9 to 1
Prime instructional time	92.5%	Up from 92.3%	89.7%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,239	Up 1.9%	\$7,484	\$7,447
Percent of expenditures for instruction**	69.3%	Up from 66.6%	67.6%	68.4%
Percent of expenditures for teacher salaries**	66.8%	Up from 65.2%	64.6%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

"Instruction, Integrity, and Improvement" was the theme for Oakland Elementary this year. The students and staff made great strides to meet this goal. Oakland was focused on student improvement. We made gains on MAP in math and language arts in every class in first through fifth grades. The staff, students, and parents created a learning community that felt like a family. Everyone focused on doing what was best for children.

Oakland teachers participated in classes, workshops, and attended conferences to enhance their instructional skills. Additional collegial planning times allowed grade-level teams to plan lessons to assure that the students were receiving consistent standard-based instruction. This professional learning community allowed for growth within the classroom further meeting the needs of all students. We are proud to be a Literacy Collaborative and PBIS School. Oakland continued to focus on balanced literacy, incorporating technology into instruction, and authentically engaging students.

Improving parent involvement continued to be a focus of Oakland's faculty and staff. We offered events throughout the school year. Oakland maintains an open door policy when it comes to meeting with our families. We had tremendous participation in Grandparents' Day, Community Nights, PASS Night, and PTO meetings.

Students were involved in community service projects throughout the year including: a recycling program, United Way, American Cancer Society, and food drives. We also had tremendous support from the community helping with Roots and Shoots, our educational garden, as well as our Reading Celebrations. Students are encouraged to take on responsibilities when it comes to our school community by not only participating in and operating the morning WOAK news program, but also participating in our safety patrol.

Oakland is very proud of our accomplishments this year. We have new challenges that we will face next year. We will continue to focus on student achievement. Oakland knows that "The Future is Our Frontier".

Sallie Russ, SIC Mark Blackwell, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	79	62
Percent satisfied with learning environment	90.6%	75.9%	93.3%
Percent satisfied with social and physical environment	93.9%	79.7%	81.4%
Percent satisfied with school-home relations	78.8%	87.3%	84.7%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	244	100	30.3	39	30.7	79.7	81.4	82.4	Yes	Yes
Gender										
Male	131	100	29.1	40.9	29.9	78.7	78.3	78.7	N/A	N/A
Female	113	100	31.7	36.5	31.7	80.8	84.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	101	100	18.8	38.5	42.7	86.5	91.1	88.9	Yes	Yes
African American	140	100	39.4	40.2	20.5	74.2	72	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	70.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	31	100	80	10	10	23.3	42.4	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	71.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	178	100	35.5	38	26.5	77.7	73.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	244	100	36.8	34.2	29	74.5	81.6	81.9	No	Yes
Gender										
Male	131	100	36.2	34.6	29.1	74	79.6	79.9	N/A	N/A
Female	113	100	37.5	33.7	28.8	75	83.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	101	100	19.8	36.5	43.8	85.4	92.1	88.9	Yes	Yes
African American	140	100	50	33.3	16.7	65.9	70.8	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	98.1	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	73.8	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	31	100	86.7	6.7	6.7	30	41.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	74.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	178	100	42.8	33.1	24.1	69.3	73.5	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	164	100	42.9	46.2	10.9	57.1	63.2	68.6
Gender								
Male	92	100	43.8	48.3	7.9	56.2	63.9	68.3
Female	72	100	41.8	43.3	14.9	58.2	62.5	68.9
Racial/Ethnic Group								
White	63	100	21.3	55.7	23	78.7	81.3	80.7
African American	99	100	58.1	38.7	3.2	41.9	46.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	43	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	20	100	84.2	10.5	5.3	15.8	29.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	43.5	60.7
Socio-Economic Status								
Subsidized meals	120	100	51.3	42.5	6.2	48.7	49.5	57.3

Social Studies								
All Students	164	100	42.9	43.5	13.6	57.1	69.2	72.5
Gender								
Male	83	100	42.7	41.5	15.9	57.3	71.2	72
Female	81	100	43.1	45.8	11.1	56.9	67	73.1
Racial/Ethnic Group								
White	75	100	28.2	49.3	22.5	71.8	83	81
African American	87	100	56.8	38.3	4.9	43.2	55.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.9	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	57.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	22	100	N/AV	N/AV	N/AV	4.8	35.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	57.4	69.7
Socio-Economic Status								
Subsidized meals	120	100	50.9	40	9.1	49.1	58.6	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	80	100	28.9	38.2	32.9	71.1	72.9	73.2	96.2	96
Gender										
Male	45	100	28.6	42.9	28.6	71.4	67.7	67.2	96.4	96
Female	35	100	29.4	32.4	38.2	70.6	78.4	79.4	96.1	96.1
Racial/Ethnic Group										
White	31	100	10.7	50	39.3	89.3	84.5	81.5	95.7	96.1
African American	48	100	40.4	31.9	27.7	59.6	61.2	61.3	96.7	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.2	87	98.7	98.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.2	66.7	95	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	91.7	94.8
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	26.3	26	96.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	95.8
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	64.4	65.7	94.5	96.6
Socio-Economic Status										
Subsidized meals	57	100	29.6	38.9	31.5	70.4	64.2	63.2	96	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	88	100	24.1	34.9	41	75.9
	4	100	100	22.9	51	26	77.1
	5	74	100	29.6	31	39.4	70.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	80	100	28.6	31.2	40.3	71.4
	4	84	100	30.4	39.2	30.4	69.6
	5	80	100	32	46.7	21.3	68
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	88	100	36.1	34.9	28.9	63.9
	4	100	100	20.8	47.9	31.3	79.2
	5	74	100	29.6	45.1	25.4	70.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	80	100	41.6	19.5	39	58.4
	4	84	100	35.4	35.4	29.1	64.6
	5	80	100	33.3	48	18.7	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	44	100	56.1	34.1	9.8	43.9
	4	100	100	37.5	51	11.5	62.5
	5	36	100	44.4	41.7	13.9	55.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	40	100	60	25	15	40
	4	84	100	35.4	53.2	11.4	64.6
	5	40	100	40.5	54.1	5.4	59.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	44	100	50	33.3	16.7	50
	4	100	100	34.4	47.9	17.7	65.6
	5	38	97.4	45.7	42.9	11.4	54.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	40	100	35.1	43.2	21.6	64.9
	4	84	100	40.5	44.3	15.2	59.5
	5	40	100	55.3	42.1	2.6	44.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	85	100	26.8	41.5	31.7	73.2
	4	102	100	24.7	45.4	29.9	75.3
	5	74	98.7	28.6	32.9	38.6	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	80	100	28.9	38.2	32.9	71.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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